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ABSTRACT

This paper describes efforts in Oregon to improve school services for students with orthopedic impairments. A state technical assistance team was created which worked with regional coordinators. The team established the following goals: providing physical and occupational therapy that is delivered by a team, is directly related to the child's special education goals, includes therapists in the development of a single comprehensive individualized education program, involves give and take between disciplines, provides information necessary for parents and staff to implement carry-over activities between therapy sessions, and is monitored and evaluated on a regular basis by a responsible administrator. To reach these goals, the team developed action strategies that included inservice training, collaboration, networking, and technical assistance. Target audiences were administrators, therapists, teachers, parents, and preservice training programs. The technical assistance team's efforts have resulted in significant change in the quality of occupational therapy/physical therapy in Oregon schools. The paper includes a list of inservice presentation topics and a list of resource materials available from a lending library. (JDD)

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[It's Time for the Metamorphosis: Integrating Occupational and Physical Therapy into Programs for Students]

Penny Reed
Nancy Cicirello
Sandra Hall

Paper presented at the Annual Conference of the Association for the Severely Handicapped (14th, Chicago, IL, October 29-30, 1987)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

In 1985 the Oregon legislature provided funding to improve school services to students with orthopedic impairments. This funding was in response to nearly ten years of lobbying by school districts. As a component of these services, a state technical assistance team was established. This team is made up of Penny Reed, Special Educator and Coordinator, Nancy Cicirello, Physical Therapist, and Sandra Hall, Occupational Therapist. The rest of the funds went to direct services through the existing Regional Program structure. Regional Programs had been established several years earlier, dividing the state into six regions. (See map.) State operated programs were already providing services to students with visual or hearing impairments.

The initial task was to work with the Regional Coordinator in each region to identify children and to develop an implementation plan for their region. Throughout this process, formal and informal needs assessments were conducted to determine the most effective way to utilize the "new" state money and to develop a "plan of attack" for the state technical assistance team.

The problem area that stood out as clearly the most critical area of need was that of the related services of physical and occupational therapy. Specific problems identified included:

1. Therapy services were fragmented. Many areas were without therapy services or had pieced together contracting systems where therapists did not function as a team or as part of the school system.
2. Therapy goals were isolated, discipline specific, and rarely integrated into a functional IEP.
3. School districts were finding it extremely difficult to locate and recruit therapists.
4 Many of the therapists serving districts had little or no specific training. (On a formal survey 74% indicated they felt unprepared for their school position.)
5. Therapists were often isolated and unsupported with few peers and little opportunity for contact.
6. "Therapy" was regarded as only the "hands on" direct contact provided by the therapist with little recognition of the importance of consulting with and training the classroom staff.
7. Special education administrators were not evaluating and monitoring therapy programs, especially in situations where therapy services were contracted.

The state technical assistance team then undertook an intensive assault upon these seven problems. The strategy includes inservice training, networking and technical assistance. Target audiences are administrators, therapists, teachers, parents and pre-service training programs. The goals are listed in Table 1.

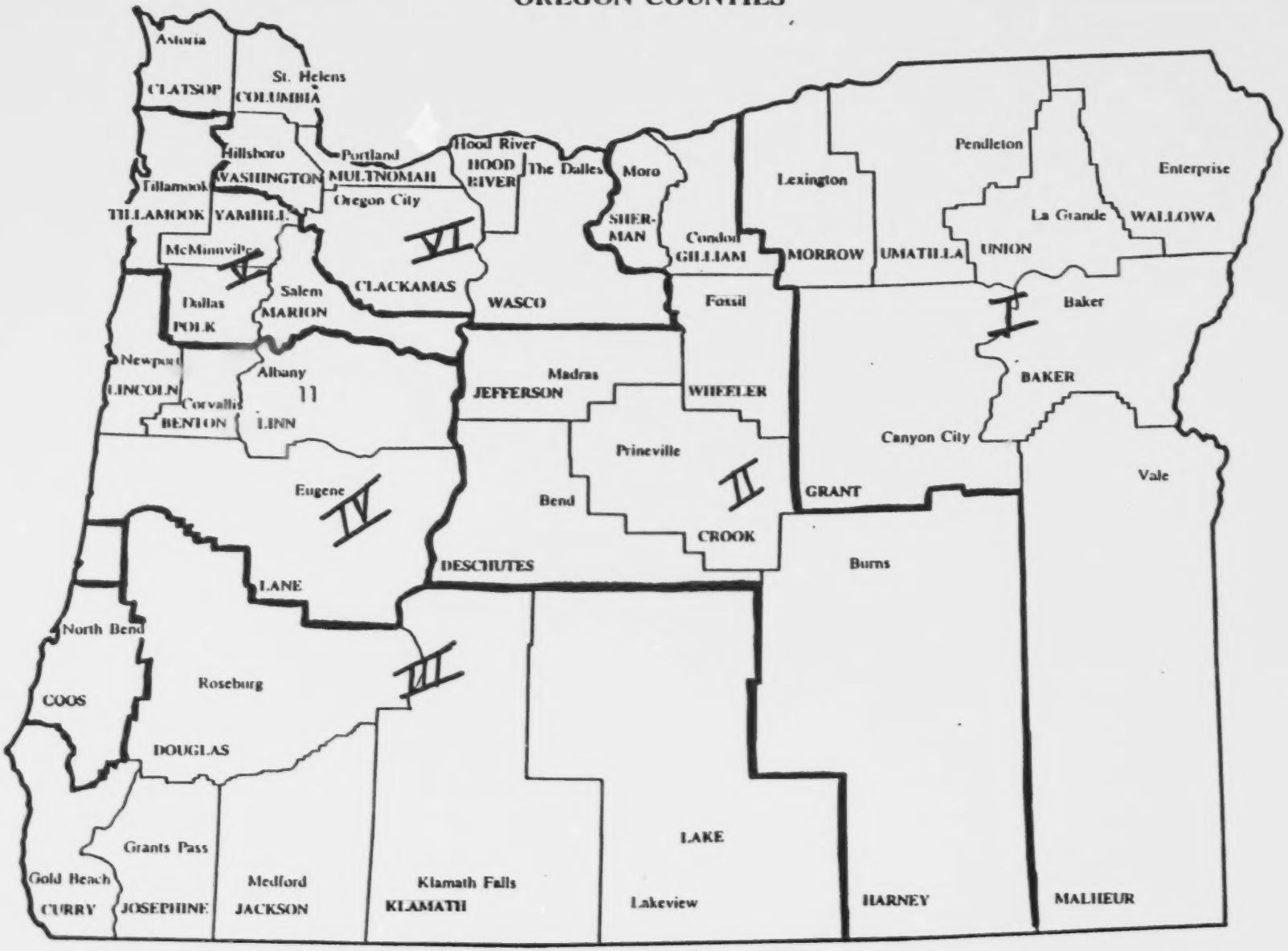
Inservice Training

Administrators became the first target of training because they set the tone for programs they supervise. The state team met with administrators in each of the six regions. Initially the new program was explained and the problems that had been identified were highlighted. In the second year of the program, a specific workshop was developed on Evaluating and Supervising Occupational and Physical Therapy Services in the Schools. This workshop with its accompanying manual was presented at major administrative conferences. The specific content of the workshop is listed in Table 2.

The state team also provided packets of information to assist the administrators in recruiting and hiring therapists. The contents of those packets are listed in Table 3.

In addition, on-site consultation was provided to administrators to help them better supervise the therapists employed by their district or to better monitor contracted therapy services. The use of therapy consultants to help in these two processes is essential when the administrator is not a therapist.

OREGON COUNTIES



WHERE ARE WE GOING?

- Therapy delivered by a team

- Therapy directly related to the child's special education goals

- Therapy which includes therapists in the development of a single, comprehensive IEP

- Therapy involving give and take between disciplines

- Therapy which provides information necessary for parents and staff to implement carry-over activities between therapy sessions

- Therapy monitored and evaluated on a regular basis by responsible administrator

TABLE 1

Evaluating and Supervising
Occupational and Physical Therapy Services
in the Schools

Related Services under PL 94-142 and Oregon statutes

Relationship of OT and PT to education program

Qualities of good school therapy

Areas of consideration

Monitoring therapy services

Purpose of evaluation/supervision process

Sample observation/evaluation forms

Use of consultants in supervision

TABLE 2

ADMINISTRATOR'S INFORMATION

1. Sample Notice of Vacancy
2. Sample Job Description - Occupational Therapist
3. Sample Job Description - Physical Therapist
4. Sample Job Description - Certified Occupational Therapy Assistant
5. Sample Job Description - Physical Therapy Assistant
6. Sample General Interview Questions for OT's, PT's, COTA's, and LPTA's
7. Where to Advertise for a Physical Therapist
8. Where to Advertise for an Occupational Therapist
9. Recruitment and Retention of Pediatric Physical and Occupational Therapists
10. Providing Special Education Related Services
11. Eligibility for Regional Orthopedically Impaired Services
12. Malpractice Insurance Information
13. Continuing Education Credits
14. Equipment and Supplies for Physical Therapy
15. Material and Equipment for Occupational Therapy
16. Toys for Occupational Therapy
17. Pacific Northwest Equipment Providers
18. Manufacturers and Distributors of Adaptive Equipment for Children
19. Funding Sources for Equipment

TABLE 3

Table 4 shows the areas where therapists are needed to assist the non-therapist administrator.

The therapy consultant can:

1. Determine if therapist has appropriately assessed all areas of a given child's orthopedic difficulties.
2. Determine if treatment for a given child is appropriate.
3. Suggest alternative assessment and treatment techniques.
4. Provide feedback to therapist concerning the appropriateness of their assessment and treatment.
5. Demonstrate appropriate assessment and treatment techniques.
6. Determine if the amount and nature (i.e., direct treatment, regular consultation, minimal consultation) of service for a given child is appropriate.
7. Determine if therapist is providing appropriate and adequate information to educators, parents, and medical community.

There are several sources of consultation:

1. Intra program - schedule therapists to observe and consult with each other.
2. Inter program - arrange with other programs to trade consultative visits.
3. Contract - contract with another school program to pay their therapist to consult.
4. State Consultants - utilize State OI Technical Assistance Team if available.

The second major target for inservice training were the physical and occupational therapists working in the schools. There were a variety of topics identified as necessary for therapists working in the schools. Some topics needed to be provided just for therapists and others needed to include other disciplines. The training that was specifically for therapists began with an "Introduction to NDT" course in January of the first year. It was followed by a two week summer institute which covered a broad range of topics appropriate for therapists in the schools. Table 5 lists the specific topics. Sessions were provided both by our team and by other presenters. Table 6 shows the participants self-rating of their entry and exit levels on each of the competencies covered in the summer institute. Future inservice training will include an eight week certification course in Neurodevelopmental Treatment and beginning and advanced Mobilization courses.

Teachers and parents were also included in many of the inservice training activities. We have provided a total of 42 workshops and conferences which have reached over 1300 parents, educators, administrators, and therapists. These have included a variety of topics. Two of the most popular are the Doing More With Less Workshop and the Collaborative IEP.

The Doing More With Less Workshop included triwall construction, adapting toys, microswitch construction, wheelchair maintenance, and adaptives for the classroom.

The collaborative IEP workshops focused on a process for integrating related service goals and objectives into a functionally oriented IEP. The full day workshop includes participants in a series of small group activities to help them:

1. Determine the various domains in which the child must function.
2. Assess the skills needed to function in those various environments/domains.
3. Assess the skills the child has currently mastered.
4. Prioritize the skills needed.
5. Collaborate on most functional and effective ways to teach the needed skills.
6. Develop IEP indicating the skills to be taught and the professionals responsible for those skills.

Table 7 shows the complete list of topics presented.

Collaboration

In order to accomplish some of the overall goals, it was necessary to collaborate with a variety of entities both outside of and within the Oregon Department of Education. The first collaborative effort was TIES. TIES: Therapy in Educational Settings is a collaborative effort conducted by the Crippled Children's Division-University Affiliated Program at the Oregon Health Sciences University and the Oregon Department of Education, Regional Services for Students with Orthopedic Impairments. Project TIES was funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Grant No.G008630055. The goal of this three year project is to develop training materials for physical therapists and occupational therapists who work in Oregon schools with students who have orthopedic impairments.

The training materials are being developed primarily for therapists who are new to the unique demands of the school setting or who have had little experience with children who have orthopedic impairments. Other people such as administrators, teachers, aides, and parents will find these materials helpful in understanding what therapists do and the rationale behind their efforts to integrate students' therapy programs into the larger context of their educational programs.

The titles of the manuals and videotapes planned for completion by May 1989 are listed below. The titles are subject to change if similar materials become available through sources outside Project TIES. Those with an asterisk are completed and now available.

- Adapting Materials, Equipment and Environments in the School (V)
- Adaptive Physical Education (V)
- *Considerations for Feeding Children Who Have a Neuromuscular Disorder with videotape
- Implementing Functional Programs in a Collaborative Manner
- Developing Functional IEPs in a Collaborative Manner
- Positioning and Handling for Non-Therapists (V)
- Promoting Acceptance of Students Who Have a Handicapping Condition
- *Role of the Physical Therapist and Occupational Therapist in School Settings
- Role of Teachers, Aides, and Parents in Enhancing Therapy
- *Selected Articles on Feeding Children Who Have a Neuromuscular Disorder
- Self-Help Skills (V)
- Therapists as Consultants
- Tri-Wall Construction (V)
- Supervision and Evaluation of Therapy in Educational Settings

An order form for the TIES manuals is at the end of this packet.

Often collaborative efforts include the Equipment Funding Task Force and the Assistive Devices Planning Committee. Table 8 explains these two endeavors.

SAMPLE
THERAPIST OBSERVATION FORM

A. Organization

___ 1. Assessment completed

___ 2. I.E.P. written

___ 3. Follows daily schedule

___ 4. Prescription for treatment is on file

B. Implementation

___ 1. Activity appropriate to short and long term objectives on I.E.P.

___ 2. Materials/equipment assembled and ready for use

___ 3. Activity appropriate for student's developmental level

___ 4. Activity reflects functional needs of student

C. Treatment Technique

* ___ 1. Positioning and handling appropriate for student

* ___ 2. Facilitation and inhibition techniques appropriately used

___ 3. Treatment technique positively impacts progress to I.E.P. goals

D. Adapted Equipment

___ 1. Adapted equipment facilitates student's needs

___ 2. Modifications to existing equipment are:

___ being considered
___ planned
___ funding is being pursued
___ district personnel will construct

E. Parent and Community Contact

___ 1. Contact with outside agencies is maintained for this student e.g., CCD, MDA

___ 2. Routine contact is maintained with parents

F. Student Data

___ 1. Student responses recorded

___ 2. Data is up-to-date

___ 3. Programmatic changes made as necessary

___ 4. Regular contact is maintained with student's physician:

___ annual Rx for treatment
___ annual therapy summaries

* Note: These cannot be adequately determined by non-therapist supervisor.

TABLE 4

SUMMER INSTITUTE TOPICS

Related Services Requirements for PL 94-142

Pediatric Therapy in the School Setting

Collaborative IEP Writing

Caseload Prioritizing / Scheduling

School Supervision and its Impact on the PT and OT

Forum on Liability and Responsibility in School Therapy

Consultation Process

Formal and Informal Assessment

Motor Development

Principles of Treatment and Positioning

Language Development and Communication

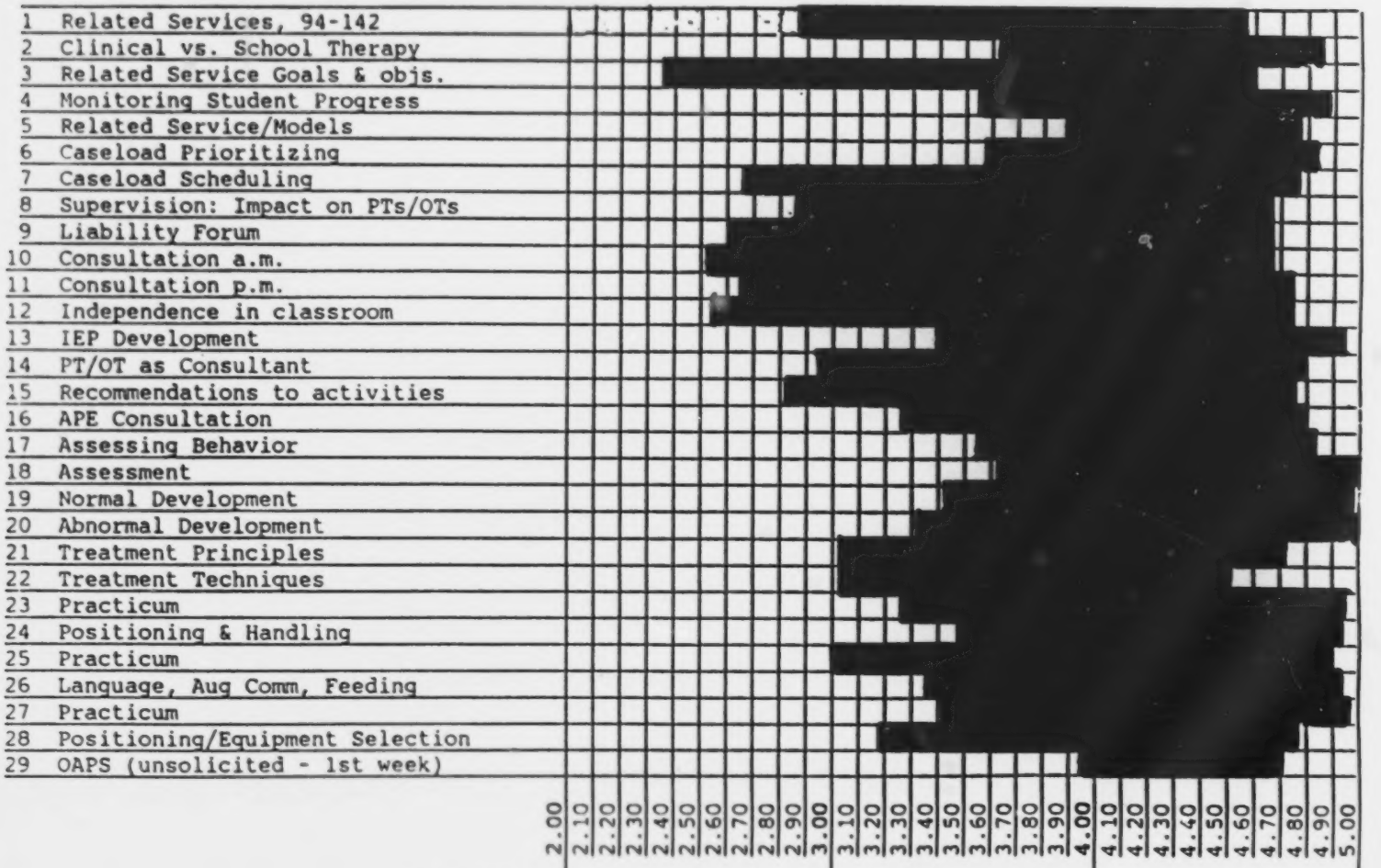
Appropriate Positioning through Equipment Selection

TABLE 5

GRAPH #1

PARTICIPANTS' RATINGS ON ENTRY + EXIT LEVELS OF COMPETENCY

This graph depicts the participants' mean ratings on two questions that were asked upon completion of the Summer Institute. 1. "Now that you have had an opportunity to examine the scope of these subjects, at what level do you estimate your skills and knowledge when you entered this program?" 2. "After completing the Institute, where do you rate your exiting level on each of these competencies?"



Number of competencies that were rated at each of the five levels on the two questions.	Unfamiliar	Awareness	Knowledge	Application	Mastery
	pre 0	pre 10	pre 19	pre 0	pre 0
	post 0	post 0	post 0	post 27	post 2

TABLE 6

Inservice Presentations

Presented by us:

Feeding Inservice - Hall

11/85	Klamath Falls	4/87	LaGrande
12/86	Bend		

Oregon Conference

2/86 "Therapy Interventions: Their Timing and Application for Life Long Planning" Hall and Cicirello
"Developing Appropriate Therapy Services" Reed

Supervising and Evaluating OT/PT Services in the School - 11/13/86 Reed

An Overview of Inhibitive Casting- 5/11/86, Bend Hall, Cicirello

PT/OT in the Schools (Summer Institute)- 6/23 - 7/3/86, Portland

"Requirements of PL 94-142"	Reed
"Clinical vs. School Therapy"	Hall
"Developing Appropriate Related Service Goals and Objectives"	Reed
"Monitoring Student Progress"	Hall
Slide-Tape Presentation: "Related Services"	
"Caseload Prioritizing"	Cicirello
"Caseload: Formulas for Computing"	Hall
"Supervising a COTA, LPTA, or Aide"	Reed
Forum: Liability,Responsibility, etc.	Hall
"Translating PT/OT Recommendations into Classroom Activities"	Cicirello
"Behavior Management"	Hall
Slide Presentation of Normal Development	Cicirello
"Abnormal Development and Basic Positioning"	Hall and Cicirello
"Positioning and Handling"	Hall and Cicirello
"Head and Trunk Control, Weight Bearing, Symmetry, Inhibitive Casting"	Cicirello and Hall

Doing More With Less Workshops - 1/23/87 Salem, 3/6/87 Bend, 4/17/87 Coos Bay
"Toys: Adaptations for Instruction and Play" Hall, Cicirello, Reed

Developing a Collaborative IEP - Cicirello, Hall, and Reed

10/10/86	Eugene	5/18/87	Coos Bay
10/30/86	Portland	8/14/87	Salem
1/13/87	Klamath Falls	9/1/87	LaGrande
2/16/87	Roseburg	9/11/87	Newport
2/26/87	Grants Pass	9/16/87	Albany
3/13/87	Eugene	10/1/87	Portland
4/10/87	Klamath Falls	10/15/87	Bend
4/14/87	Pendleton		

Oregon Conference - 2/12-14/87
"Supervising and Evaluating OT and PT Services in the School" - Reed
"Management of the Student with a Closed-head Injury and Implications of the Disorder and Their Relationship to Educational Planning" - Hall

TABLE 7

Contracted:

1/16-18/86 Introduction to NDT — Merry Meek, Timmy Wallace,LPT
10/11/85 Regional Conference: "Adapting Computers for Children with Disabilities" - Vicki Cassella

Adapted PE Workshops - 4/3/86 Coos Bay, 8/28/86 Salem - Mary Davison

An Overview of Augmentative Communication - Melanie Fried-Oken, Ph.D.

11/15/85	Salem	4/4/86	Pendleton
12/13/85	Bend	5/2/86	Albany
2/21/86	Medford		

Follow-up Augmentative Communication - 5/9/86 Salem, Melanie Fried-Oken, Ph.D.

PT/OT Summer Institute

6/86	"Consultation"	Don Phalen,Special Ed Director
	"Role of Therapist as Consultant"	Pat Tangeman, LPT
	"Assessment Tools"	Marilyn Rich, LPT
	"Appropriate Positioning Through Equipment Selection"	Judy Rowe, OTR

Doing More With Less Workshops - 1/23/87 Salem, 3/6/87 Bend, 4/17/87 Coos Bay

Triwall Construction	Beth Brown, RPT
Making Simple Switches	Gayl Bowser
Wheelchair Maintenance	Sue Jones
PVC Adaptations	David Ross

Transdisciplinary Teaming - 1/22/87 Jennifer York

TIES Conference

2/13/87 "Making the Transition from Clinical to School Therapy" - Eugene	Dr. Budden, Pediatrician, CCD
5/15/87 "Developing a Data Base for for Your Computer" - Eugene	Bill Miller, RPT
"Developmental Assessment"	Dawn Calhoun, OTR
"Adaptive Physical Education"	Ann Vogel,RPT, Julie Speck, RPT
Designing a Research Project: "Efficacy of Various Therapy Interventions"	Sally Atwater and Deborah O'Neill

SIPAAC

2/11/76 Speaking About Non Speaking — Melanie Fried-Oken, Ph.D.
4/24/87 Issues in Positioning Relative to Vision Impairment - Nancy Fieber, Ph.D.
Positioning the Child with Cerebral Palsy - Merry Meek, Ph.D, Cicirello
6/29-7/2/87 Augmentative Communication Assessment Delivery; Determining Candidacy for Direct Selection; Equipment Construction; Determining Candidacy for Scanning; Switch Mounts for Wheelchairs - Carol Goosens',Ph.D.
7/6-8/87 Comprehensive Educational Assessment of Students who are Severely Multiply Disabled - Jan Writer, Ph.D.
7/9/87 Assessment to Determine Communicative Forms and Functions - Louise Greene
10/23-24/87 Implementing Augmentative Communication Instruction - Sarah Blackstone

Future Inservice:

4/88	Developing a Collaborative IEP	Cicirello, Hall, Reed
	Doing More With Less Workshop	Cicirello, Hall, Reed
5/88	NDT Course	Janice Bragg, Hall
8/88	Mobilization Course	Sandra Brooks, RPT

ROI/in-service(r)

Equipment Funding Task Force

Purpose:

Obtain better funding and availability of equipment for individual children (and adults)

Activities:

Obtain specific information about funding resources

Set up statewide equipment bank/data base

Fund raising

Membership:

Representatives of private and public agencies from Portland area, many of who serve the entire state

Representatives who can do direct fund raising and lobby legislature

Oregon Department of Education, CCD, UCP, Easter Seal, AFS, DUR, American Cancer Society

Assistive Device Committee

Purpose:

To develop a coordinated program of assessing, prescribing, and maintaining assistive devices; to enhance/increase effective utilization by school personnel

Activities:

Develop plan for state

Provide inservice training

Improve cooperation/collaboration between school district personnel (i.e., ESD, region, etc.)

Liaison between existing groups

Coordinate activities related to assistive devices/adaptive equipment

Membership:

Representatives from all geographic areas of state

Representatives from related disciplines (OT, PT, speech/language)

Representatives who can write grants/seek funds within system

Representatives who can provide networking with other agencies/groups

Oregon Department of Education, CCD, local school districts, Regional Programs, Fairview, Easter Seals, UCP

TABLE 8

Most recently a cooperative effort has been undertaken with Oregon Research Institute to provide vocational training. Materials will be developed and then used to train educators who work with students experiencing severe and multiple handicaps. The training will focus on preparing students for the transition from school to community based work.

In addition to specific collaborative projects, it has been very effective to liaison with existing and developing efforts. Being involved in such areas as early intervention, post-secondary training programs, the OT and PT licensing boards, and other groups has proven very effective.

A third component of the collaboration effort has been support for the therapists in the schools. A monthly newsletter (see Appendix A) is sent to all identified school therapists, as well as many teachers and administrators.

A lending library has been established to provide resources for therapists in the schools. The library consists of books, handouts, videotapes, slide-tape presentation, kits, and equipment. A list is in Appendix B.

Networking

As part of an overall networking effort, we have scheduled a strand of sessions at the Oregon Conference, the major special education conference of the year. In addition, special workshops have also been held in conjunction with the TIES grant which includes funds to bring therapists together to review and critique the TIES manuals. These sessions have provided excellent opportunities for therapists to get to know each other better and to begin to develop a support network across the state.

Technical Assistance

One of the most rewarding things we do is to provide on-site technical assistance to therapists, teachers, parents and administrators upon request. When contacted, we arrange a site visit to address the stated concerns. We do not provide formal assessments, but rather observe the child in the school setting, and then meet with staff and parents to problem solve.

Often there are simple solutions to the problem that has been identified. Other times, it becomes an ongoing process of trial and error to find a workable solution. We work with the parents and staff until an acceptable program has been worked out.

Summary

As a direct result of the state technical assistance team, there has been tremendous change in the quality of OT/PT in Oregon Schools. While not all goals have been achieved 100% in every school district, we are moving toward the time when therapy will be:

- delivered by an integrated team
- directly related to and part of an integrated, functional program
- provide information necessary for parents and staff to implement carry-over activities between therapy sessions which enhance the effects of therapy
- monitored and evaluated on a regular basis by a responsible administrator

Bridging the Gap

A monthly newsletter by:

STATEWIDE SERVICES FOR STUDENTS WITH ORTHOPEDIC IMPAIRMENT

Oregon Dept. of Education
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440-4791

December, 1987 Volume III Number 4

OI Strand at Oregon Conference

Again this year, we are organizing a strand at the Oregon Conference for those of you who are interested in students with orthopedic impairments. The conference will be February 12 and 13, 1988, at the Eugene Hilton.

We are hoping to have a full strand of five sessions. We currently have the following sessions planned:

Increasing Parental Involvement in the IEP Process
Joyce Hennes, OTR, Mid-Oregon Regional Program

Working with Disabled Children in Groups: Presentation and Participation
Bill Miller, PT, Umatilla ESD, and Kathleen Hogan, PT, Private Practice

The Role of Adaptations in the Employment of Persons with Severe Multiple and Physical Disabilities
Laurie Powers, Project Coordinator, Inservice Training for Preparing Students with Multiple and Physical Disabilities for Transition to Work, Oregon Research Institute

Functioning as an Integrated Team in Planning and Implementing Functional IEPs
Penny Reed, Coordinator, Nancy Cicirello, PT Specialist, and Sandra Hall, OT Specialist, Oregon Department of Education, Services for Students with Orthopedic Impairments

Pediatric Neuromuscular Education; Interdisciplinary Approach to Neuromotor Training
Jan Gallenstein, MA, LPT, and Dean Inman, Ph.D., Neuromuscular Education and Research Center, Eugene

Watch for the complete list in the Oregon Conference brochure which will be out in January.

TIES Conference

Through the Therapy in Educational Settings (TIES) grant, we will again sponsor a one day workshop for OTs and PTs on Thursday, February 11, 1988. We will be reviewing the five TIES manuals currently in process: Constructing Equipment Inexpensively with Tri-wall; Training Non-Therapists about Positioning and Handling; Adapting Materials, Equipment and Environments in the School; Developing Functional IEPs in a Collaborative Manner; and Supervision and Evaluation of Therapy in Educational Settings.

We will also have speakers during the day, including Dr. Al Browder and Susan Hanks from Portland CCD and Ann Pelligren, Social Worker, from Shriner's Hospital in Portland. Look for more details in January.

It's Worth A Try

Lay plastic tubing over protruding edges of wheelchair to cut down on the damage done when the chair runs into a door or wall.

From Helen Kramer, PT, Eugene School District

Wanted: Power Wheelchair

If you know of a child's power chair that is for sale at a reasonable price, please contact Bill Miller at Umatilla ESD, 276-6616.

NDT Course Update

Application requests are being accepted by our office for the NDT Course to be held in Portland May 30-July 22, 1988. The completed applications must be postmarked by January 30, 1988. We have received over 90 requests from out of state therapists and only 12 requests for applications from Oregon school therapists. We are holding 12 slots for Oregon school therapists and encourage you to apply.

Single Switch Software

If you are looking for something to use in training your students to access the computer with a single switch, here it is! Early and Advanced Switch Games by R.J. Cooper and Associates. The double-sided disk contains 14 games which progress from cause and effect through initial training tasks to more complex matching and manipulation tasks. The software can be used in any Apple computer (IIe, II+, IIc and IIGS). It is available from R.J. Cooper and Associates, 24843 Del Prado, Suite 283, Dana Point, CA 92629. Telephone: (714) 240-1912. The cost is only $30.

(P.S. Our thanks to Mary Baker, Joseph School District, for the information on this great software.)

Coming Events

January 29 "Music Therapy for Preschoolers with Special Needs", 9:00 am - 4:00 pm at Pringle Community Hall, 606 Church St. SE, Salem, 370-8990. In-service fee: $25.

January 22, 23 Oregon Society for Augmentative Communication Conference, Valley River Inn, Eugene. Cost is $60. Presenters: Caroline Ramsey Musselwhite, "Introducing Augmentative Communication Through Adaptive Play Strategies", and David Yoder, "Interactive Strategies for Augmentative Communication Users". Contact: 222-5465

January 22, 23 "Meeting the Needs of Multihandicapped Children in your Classroom". A weekend workshop for teachers, PTs, and OTs. University of Washington, EEU. Pip Campbell, OTR, presenter. No charge. Registration is due by January 5. Contact: Patricia Oelwein, EEU, WJ-10, University of Washington, Seattle 98195. Telephone: (206)543-4011. This is the first in a series of three workshops.

February 11 TIES Conference, Eugene Hilton, Eugene

February 12, 13 Oregon Conference, Eugene Hilton, Eugene. Multi-session.

REGIONAL SERVICES FOR STUDENTS
WITH ORTHOPEDIC IMPAIRMENTS
DOUGLAS ESD
1871 NE STEPHENS ST
ROSEBURG OR 97470

ITEMS AVAILABLE FROM LENDING LIBRARY
REGIONAL SERVICES FOR STUDENTS WITH ORTHOPEDIC IMPAIRMENTS

BOOKS

100.00 **At Arm's Length, Goals for Arm and Hand Function,** by Laura Sahlin Siegling, OTR and Marilyn Click, CCC-SP

100.01 **Adaptive Play for Special Needs Children, Strategies to Enhance Communication and Learning,** by Caroline Ramsey Musselwhite

100.02 **Children with Spina Bifida, Early Intervention and Preschool Programming,** by G. Gordon Williamson

100.03 **Activities Catalog, An Alternative Curriculum for Youth and Adults with Severe Disabilities,** by Barbara Wilcox and G. Thomas Bellamy

100.04 **Attitudes and Attitude Change in Special Education,** from the Council for Exceptional Children

100.05 **Augmentative Communication Assessment and Resource,** by Carol Goosens' and Sharon Crain

100.06 **Augmentative Communication Intervention Resource,** by Carol Goosens' and Sharon Crain

100.07 **The Callier-Azuss Scale,** Robert Stillman, Ph.D., editor, et. al.

101.00 **Communication Skills from The Ground Floor,** by Marilyn Click, CCC-SP

101.01 **Community Based Curriculum,** by Mary A. Falvey

101.02 **Community Based Educational Programs,** from Grossmont High School, La Mesa, California

102.00 **The Components of Normal Movement During the First Year of Life and Abnormal Motor Development,** by Lois Bly, Neuro-Development Treatment Association, Inc.

102.01 **Developing and Improving Your Total Education System,** from Minnesota Department of Education

103.01 **Designing and Constructing Adaptive Equipment on Your Desktop,** by Mary Cadez, Kris Clark, Martha Cocklin, Pamela Harris, and Patricia M. Killoran

103.02 **Education of Learner's with Severe Handicaps, Exemplary Services Strategies** Edited by Robert H. Horner, Luanna H. Meyer, H.D. Bud Fredericks. Forwarded by Lou Brown

103.03 **Everybody's Technology** by Christiane Charlebois-Marois

103.04 **Educating Children with Multiple Disabilities, A Transdisciplinary Approach,** by Fred P. Orelove and Dick Sobsey

103.05 **Developmental Toys and Equipment: A Practical Guide to Selection and Utilization,** by Ellen Lederman

103.06 **Educational Programming for the Severely/Profoundly Handicapped,** from the Council for Exceptional Children

104.00 **From Toys to Computers: Access for the Physically Disabled Child,** by Christine Wright and Mari Manura

104.01 **Functional Skills Screening Inventory (Sample Set)**

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207.01 **Augmentative Communication: Where Do We Start?**

Follow-up to Augmentative Communication
(to accompany videotape presentation)

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VIDEOS

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301.00 **Augmentative Communication (Introductory Workshop, December 1985)** by Melanie Fried-Oken, Ph.D.

302.00 **Follow-up to Augmentative Communication, (Follow-up Workshop, May 1986)** by Melanie Fried-Oken, Ph.D.

303.00 **Children with Motor Impairments,** Home Oriented Programs Essentials, Inc. (HOPE, Inc.) (Two tapes, 60 min. each)

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305.00 **Co-Active Movement,** by Pat Brush, Western Oregon State College

306.00 **Broken Rhymes** (55 minutes)

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308.00 **Rachel, Being Five,** (and Viewer's Guide), by PT Dept., University of Maryland

309.00 **Rachel's Team,** (and Viewer's Guide), by PT Dept., University of Maryland

310.00 **Like a Person,** United Cerebral Palsy Assc. (16 minutes)

311.00 **Lessons That Last,** High/Scope Press

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315.00 Hawaii Department of Education, Model T Program, Staff-Centered Consultation, Child-Centered Planning

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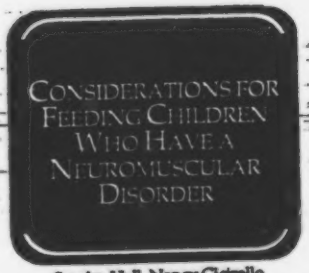
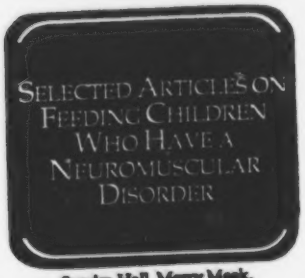
TIES: Therapy In Educational Settings



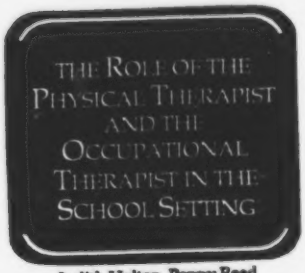
Sandra Hall, Nancy Cicirello, Penny Reed and Judith Hylton

Physical therapists, Occupational Therapists and Speech-Language Pathologists who have responsibility for training others to conduct feeding activities will find this manual a valuable adjunct to their training and demonstrations. Written in nontechnical language, the manual discusses feeding procedures as they relate to general nutrition, socialization and communication. It deals with such topics as selecting food textures and consistencies, positioning the child for feeding, selecting equipment for feeding and precautions that must be exercised during feeding. This manual is a companion to the one entitled, "Selected Articles on Feeding Children who have a Neuromuscular Disorder."



Sandra Hall, Merry Meek, Nancy Cicirello, Penny Reed and Judith Hylton, Editors

Intended for physical therapists, occupational therapists and speech-language pathologists who assess and treat feeding disorders, this manual contains a selection of technical articles on feeding. The articles cover normal and abnormal oral-motor development, anatomy and physiology of the oral-pharyngeal mechanism, normal feeding patterns, the complications that cerebral palsy presents to oral-motor functioning, procedures for promoting jaw control and guidelines for feeding children who have an oral-motor dysfunction. Together, these articles present the background needed for a sophisticated and practical approach to diagnosing and managing abnormal feeding patterns.



Judith Hylton, Penny Reed Sandy Hall and Nancy Cicirello

This manual was prepared particularly for therapists who are new to the school setting but it contains information that will be useful to anyone who has an interest in the quality of therapy services offered in school programs. Therapists, as well as therapy assistants, teachers, administrators and parents can gain a better understanding of the mission of therapy in the schools and the laws, policies and principles that guide the execution of that mission. The manual discusses the therapist's primary role of providing services that help the child who has a handicapping condition to benefit from his educational program. It contains information about supervising therapy assistants, the therapist's role in each step of the Individual Education Program (IEP) process, types of services provided by therapists in schools, guidelines for matching services with student needs, survival strategies for therapists, an overview of a functional approach to intervention, and a formula for determining the size of caseloads.

A collaborative project conducted by Crippled Children's Division - University Affiliated Program, the Oregon Health Sciences University and the Oregon Department of Education, Regional Services for Students with Orthopedic Impairment. Funded by the U.S. Department of Education, Office of Special Education and Rehabilitation Services, grant number G008630055.

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